



Fairburn View Primary School

Religious Education Policy

September 2023

Signed by: _____

Chair of Governors

Review Date:

Intent

At Fairburn View Primary School our Religious Education curriculum is derived from Wakefield Council's locally agreed syllabus. Our aim is to use RE to teach our children to answer and explore the big questions in life whilst learning about the different religious peoples that make up our community and wider world. We encourage diversity and celebrate the difference of a range of cultures and endeavour to teach acceptance and grace to our pupils

We encourage our children to reflect within themselves about their values and beliefs, whilst recognising that everybody has a right to their own belief system and faith.

Through our teaching of RE, our pupils benefit from opportunities to enhance their spiritual, moral, social and cultural development.

Implementation

Our RE curriculum covers key questions – these are our learning themes – which cover the three strands of RE: believing, expressing and living. Each year group has at least one question from each strand per half-term. As per the locally-agreed syllabus provided by the SACRE, we then explore a range of religious and non-religious views within the study of these key questions.

Impact

At Fairburn View, we believe we have designed an RE curriculum that equips our pupils to understand, empathise with and welcome peoples from other cultures and religions, whilst celebrating them for who they are.

Through the teaching of RE at our school, our pupils will:

- Develop a good understanding of Christianity and other key religions as well as explore views of non-religious peoples.
- Reflect on their experiences of their life and have clarity in things they have experienced
- Develop an awareness of fundamental questions about life and have knowledge of how some religions try to answer these questions
- Develop an awareness of 'self' and be able to think about their views and opinions on life's fundamental questions
- Recognise the right to a person's beliefs and faiths and be able to celebrate that diversity
- Benefit from the spiritual and moral opportunities that arise from RE discussions in class

Whole school overview

Whole School Curriculum Map		Strand of RE:
As a whole-school, we teach RE through the 3 strands: Believing, Expressing and Living as outlined in the SACRE. We focus on the following religious groups		Believing
<ul style="list-style-type: none"> Christians Muslims Jewish people Hindus 		Expressing
We also look at humanist views, Buddhist views and those of non-religious people through our RE lessons.		Living
Autumn	Spring	Summer
EY	Autumn: F1: Which stories are special and why? F2: Which people are special and why? F3: Which places are special and why? F4: Which times are special and why? F5: Where do we belong?	Spring/Summer F6: What is special about our world and why?
Y1	1.1 Who is a Christian and what do they believe?	1.5 What makes some places sacred?
Y2	1.6 How and why do we celebrate special and sacred times?	1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe?
Y3	L2.1 What do different people believe about God? (Christians, Hindus, Muslims and Jewish people) L2.2 Why is the Bible so important to Christians today?	L2.4 Why do people pray?
Y4	L2.5 How do people from religious and non-religious communities celebrate key festivals?	L2.3 Why is Jesus inspiring to some people?
Y5	U2.1 Why do some people believe God exists? U2.2 What would Jesus do? (Can we live by the values of Jesus in the 21 st century)	U2.9 What can be done to reduce racism? Can religion help?
Y6	U2.3 What do religions and worldviews say when life gets hard?	U2.4 If God is everywhere, why go to a place of worship?
		1.7 What does it mean to belong to a faith community 1.8 How should we care for others around the world, and why does it matter? L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today? U2.6 What does it mean to be a Muslim in Britain today? U2.7 What matters most to Christians and Humanists? U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? Christians, Hindus and/or Muslims

Non-negotiables

- Key question and theme at the beginning of a topic
- Range of activities
- Evidence of work to be recorded in books (y2-6), scrapbooks (EYFS-y1) and relevant lessons posted on SeeSaw (particularly focused on learning and a range of activities and pupils speaking)
- Recall should be included in all lessons
- Resources and artefacts should be used when applicable

Progress

In RE, one of our non-core subjects, a test is not always applicable or appropriate when measuring pupil progress. Therefore, in the assessment of RE we use formative and summative forms of assessment to measure the progress of our pupils. We record our work in exercise books (Y2-6) and scrapbooks (EYFS -Y1) and posts on SEESAW, building a picture of the learning we deliver to our pupils.

Inclusion/SEN

Adaptive teaching allows for activities and support packs to be available to support less able and to extend more able pupils. Children with barriers to learning, which are identified, will have provision made for their particular needs. Pupils may be supported within small groups or individually. They follow a structured, but stimulating programme within the guidelines of the Early Years Foundation Stage Curriculum / National Curriculum. Some pupils may require a personalised curriculum to support their needs. Parents are kept informed through meetings with the class teacher and SENCO when appropriate.

EYFS

We work closely with EYFS leaders to ensure the curriculum is always up-to-date and in alignment with the current EYFS framework and areas of learning.

Assessment

Assessment in RE will be accumulative over the year, it will be a class teacher's judgement based on formative and summative assessment in RE lessons.

Monitoring and evaluation

Monitoring and evaluation take place in the following ways:

- The subject leader along with SLT will complete a 'deep dive' with their subject once a year and complete a subject evaluation form.
- Subject leader will monitor the implementation of the progression map, through work scrutinies
- The SLT, plus the subject leader, monitor RE planning each term. The subject leader is responsible for overseeing RE across school.

Safeguarding

At Fairburn View Primary school we take the safeguarding of our staff and students seriously. Any concerns raised within the teaching of RE must be directed to a member of the DSL team, in line with the school's safeguarding policy and recorded on to CPOMs.

Parental engagement

Through our school website and Facebook pages, parents/careers are kept up to date with school life, and where appropriate this is RE specific.

Parents, during consultations and reports, are kept up to date and involved with pupils' attainment within the subject

Right to withdraw

This was initially approved when RE truly meant religious instruction and had associations with being initiated into the Christian religion. Nowadays, RE is considerably different—open, inclusive, and investigating a variety of religious and nonreligious world views. However, parents in the UK continue to have the option to withdraw on the grounds that they want to teach their own children religion, they exclude their kids from RE. (S71(3) of the School Standards and Framework Act of 1998. The parents will be accountable for this. However, before observing this, our school wants to make sure that the goals and values of RE are understood.